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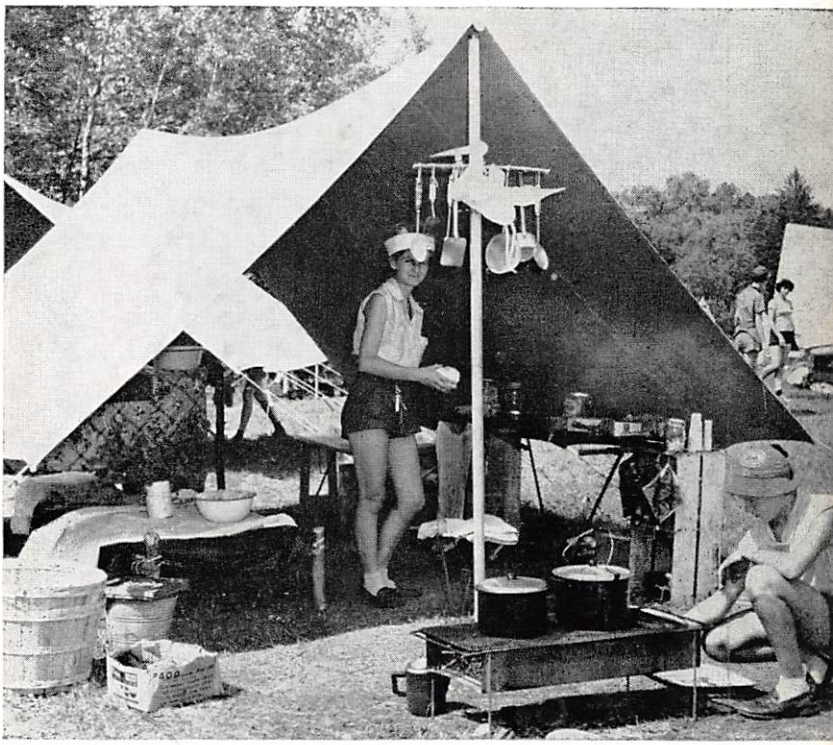
CANADIAN CAMPING

April 1965, TORONTO; CANADA



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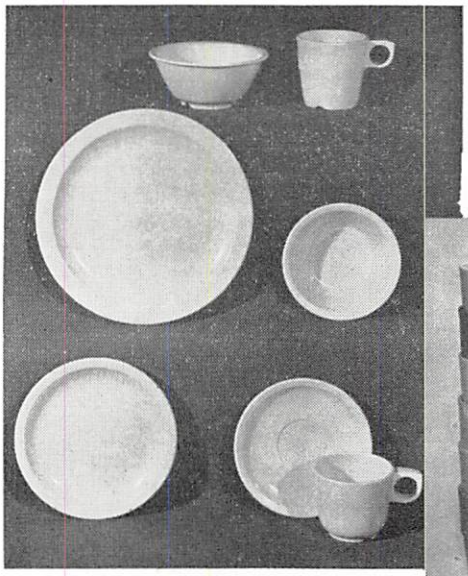

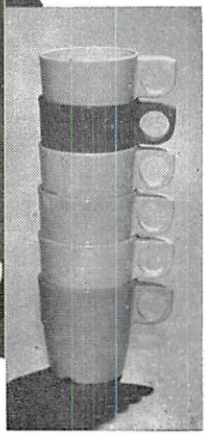

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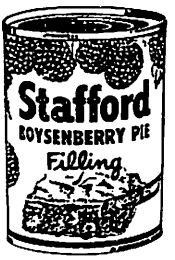

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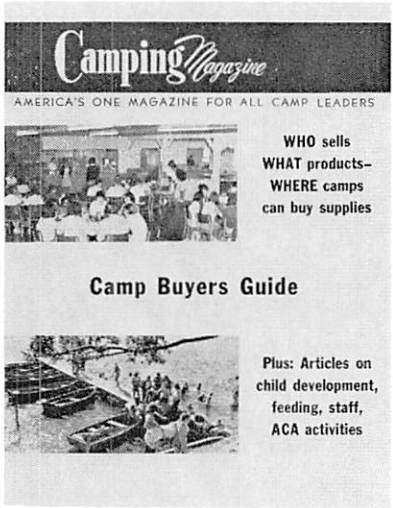
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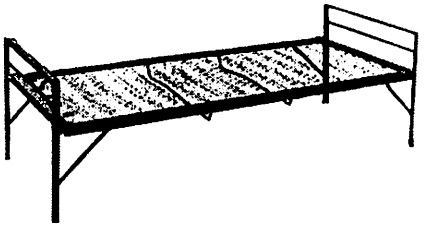

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CANADIAN CAMPING

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HERE IS YOUR CHALLENGE, O, COUNSELLOR!

by Adele Ebbs,
Director, Camp Wapomeo for Girls
Taylor Statten Camps

A shocker to me, if not to you, is that I have been camping for a little over fifty years, that's half a century! During that time there have been changes, but there are many similarities in camping then and now, and in the opportunities and responsibilities awaiting the new counsellor. The more background you can get for this job, the more you are going to feel "at home" with it.

Let me reminisce a little, and perhaps this will stir memories for you too. I remember my first portage (apparently a very short one) when I struck out ahead of my parents, then I went back to them, still with my pack on my back, to inform them the pack was too heavy — thus, in fact, covering the portage twice! Only once did I have a fear of drowning, this while crossing an open bay in a high wind when I was middle man in the canoe. The only scar I carry is on one finger when I carelessly opened a can of sardines and part of my finger with it. The latter was stuck back on quickly and taped up by my smart counsellor.

I remember: a family of otters surrounding our canoes at dusk once — hissing . . . , I remember when we found a heronry and one of the girls climbed a pine tree and got wonderful pictures of those balls of fluff in their huge nest. I remember many beaver dams, which were a nuisance to lift our canoes and gear over, but which were of equal use to beavers and trippers, because we had water to paddle in. And there was the time we met a bear cub on a portage who just sat and stared, while *we* wondered uneasily where mama bear was. I remember being disturbed one night while sleeping in my bag under the stars — a persistent rustling just near my head— oh, it couldn't have been anything but a mouse. I tried to ignore it, then took my flashlight from under my pillow and shone it into the eyes of a startled skunk—or, which of us do you think was the more startled?

A counsellor is at heart a camper

If you are lucky enough to be able to get away from civilization, these things haven't changed. But our "frontiers" are coming closer with their accessibility

This article is based on the talk presented by Mrs. Ebbs at the Ontario Camping Association Annual Conference, March 1965.

by road. You used to be able to bicycle out into the country for picnics; now you have to drive or go by bus to reach the country. But there are good areas being saved by our Conservation Authorities. Nevertheless with recreational areas being made accessible, our country is opened up for tourism. This is an ever increasing challenge to campers. We have to know and practise conservation. As counsellors we must cherish and share the thrill and excitement of our great out-of-doors, so that this won't be lost to the next generation. It is really no task to learn more about nature, so long as you continue to be curious about the unknown, alert to its magic, and you develop attitudes, interests and habits related to the wise use of resources.

We want to be campers, and to me this means a fundamental desire to be in the out-of-doors: in the woods, on a high hill, by a lake or a creek, or in the sugar-bush of a friendly farmer. We don't mind the weather—if it's hot, we avoid the discomforts of sunburn at the same time getting a healthy tan. If it's wet and cold, we wear the proper gear and become more active. We *know* there'll be black flies the end of June and in early July, we know we'll be pursued by mosquitoes and deer flies, so we dress for them and fight them!

Your first season as a counsellor

You are looking forward to being counsellors this summer. You are on the verge of becoming "the older generation" in the eyes of your campers. But you are all young enough to have the strength, the imagination, the vision, the courage, to give to your camps and campers leadership in programming and community living which can make this summer more exciting and worthwhile than any they have ever had.

You can still remember your excitement at doing things for the first time: becoming water-borne with your first stroke as you learned to swim, paddling a canoe in a straight line, moulding a creation from some clay or carving it from a piece of wood, finding a bird's nest and then going back regularly to peek and see if the eggs had hatched. Discovering things for yourself for the first time is so thrilling. Today's "organized" children need this release and time for these explorations. Maybe you too have suffered from a highly organized routine. Maybe this summer will be the first time when *you* can really do some thinking for yourself, so don't crowd your programme or that of your campers.

Do you understand the needs of your campers?

There are some needs so basic that you simply must remember them. To make it easier, memorize the code-word R.E.A.P.S., and the need represented by each letter.

RECOGNITION—In leaving the family circle, the camper needs to find his place in the camp family — he needs to have a part to play in the group, be it an activity group or his cabin group—and to get approval for acceptable behaviour.

EXPERIENCE (New) — adventure, excitement, time to explore—so let the camper have time to go fishing without a hook if he wants, time to watch the sun set or to catch a snake.

AFFECTION — and this isn't just for little girls. We are too inclined to treat children as "little adults". Don't forget that little boys need understanding and gentleness—they can't always fight back and "be a man".

POWER — campers want to achieve, but let it be at their level. Having put forth effort, they should then have some feelings of success and mastery.

SECURITY — realize what a sudden change it is for your campers from home to camp: new faces, and so many more people than at home, no city conveniences, sharing one's "bedroom" with several others, strange night noises, different food, and so on.

All these children are at different stages of development especially with relation to camp activities. Find out the level of ability of each one as soon as you can, and then help to make goals for each individual.

The job of a counsellor is real work

Some people make work out of play and some play out of work. We belong to the second category. We strive to create a *holiday* atmosphere, at the same time realizing the seriousness of our task. Counselling at camp this summer may be your first job. How lucky you are to work in a permissive and sympathetic atmosphere. Your camp director knows that you are serious in your desire to work, but also realizes that there must be something more in it for you. Your education is continuing. This will be a growing-up experience because you will have to put your job first and your personal problems second. It will be harder to work with some than others, but you can't always choose your cabin-mate or trip-mate, and so you will learn to get along with all kinds of people.

There is dignity in having a job at a summer camp. More money can be made (and spent) waitressing at a lodge or doing highway contruction. But counselling has an important social meaning — you get the feeling that you are needed by others, that you are playing an important role in the lives of others. You are not just a leader, you are a *counsellor,* and in this you have an advantage over the camper's parents in your opportunity to help him develop.

Even in the South Seas where we say that no one has to work, this is really a fantasy because a woman there judges the worth of a man by, for instance, his skill as a fisherman.

You will be chosen for staff because of your *individual attributes.* Set your standards and goals and stick by them. Your contribution will be the greater if it is different from others on the staff. We are growing fortunate in Canada these days because we have young people not only from pioneer Canadian stock but also from other countries. If your cultural background is different, you can make a fine contribution by enriching various programmes with stories, songs, dances and costumes. You have an important job which is going to influence every child with whom you come in contact. It is wonderful to read about the influence young people are having abroad through C.U.S.O. and the Peace Corps. This is for a very few, and no more important than the tremendous job to be done in our camps this summer.

It takes many qualities and skills to make a good counsellor. It would be an asset to be a Master of Social Work or a trained psychologist, and perhaps as a result of your camping experience with children and people in general, you might enter one of these fields in your higher education. In the meantime you are not a "pro", so when you run into difficult situations, treat the individual as a human being, show him you really care, and listen to his prob-

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BIRTH
of the
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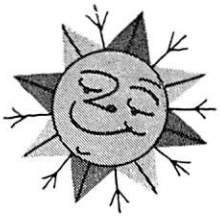
(l'Association des Camps du Québec)



by Tony Shorgan,
Executive Secretary,
Quebec Society for Crippled Children

I am happy to have the opportunity of outlining briefly how the French camps in this province formed into a group, which eventually resulted in their becoming a part of the Quebec Camping Association, as I was privileged in being able to do some pioneering work in the formation of the French unit.

As a member of the Canadian Camping Association and the Quebec Camping Association, and also as Camp Director of the Crippled Children's Camp, St. Alphonse, Joliette, Quebec, I attended a committee meeting in 1957 to prepare for a coming Joint Conference of the two Associations. At that time, I inquired if it would be possible to have a few sessions at such Conference in the French language, for the benefit of French-speaking Directors and staff members of French camps. I felt this would be the first step towards the sharing of experiences and exchanging of views by the French and English groups, for their mutual benefit. Some of the members were definitely against the proposition, others did not think French camp directors would be interested, and still others were in favour of it, provided sufficient members joined. I asked for a few days' delay to ascertain how many would be interested, and then contacted several of my friends who were directors of French camps and told them of the plan being discussed, asking if they wished to participate. Every member I called was enthusiastic, and I arranged a meeting at my own office, with only 24 hours' notice. Despite one of the worst blizzards we have ever had, there were some 18 French-speaking Camp Directors attending. Miss Nan Vail, who is a Past President of the Quebec and Canadian Camping Associations, also attended and both she and I explained the various aspects of the coming Conference and discussed the type of sessions we could have for French camps.

Having been a member of the Quebec Camping Association for fifteen years, I knew the value of having contacts with other Camp Directors, which the French camps did not have, and I am very proud and happy today to see the French and English groups working together so harmoniously, to their mutual advantage. An interesting

sideline is that one of the French-speaking members whom I canvassed in the early stages replied that he knew how to operate his camp and did not need anyone to dictate to him. My reply was that we did not need persons like him in the Association. This same gentleman later became President of the French section, which is an example of how our minds can be broadened by actually experiencing the advantages to be gained by the association of two groups differing widely in language and background.

On April 12, 1958, at a meeting of the Canadian Camping Association and the Quebec Camping Association in the Windsor Hotel, a special session was conducted by a French-speaking group, to study the possibility of forming a French-Canadian section of the Association. The suggestion was made to form a Committee for a year's trial to learn more of the C.C.A.'s constitution. This idea was enthusiastically adopted, and I had the honor of being named President of the Committee which was immediately formed for this purpose. Many meetings were held, at one of which our group adopted the name "Association des Camps Canadiens Français. On July 17, 1958, at the Crippled Children's Camp, St. Alphonse, at a meeting under the honorary presidency of Monsignor J. A. Papineau, Bishop of Joliette, after much fruitful discussion, it was finally decided by all present to apply to have our Association become a part of the Quebec Camping Association.

Election of officers of the now-permanent Association des Camps Canadiens Français took place on November 15, 1958 when a full day's study was held in the Mont St. Louis gymnasium. I had the honor of being named President of the Association, and representatives were also elected for the Ottawa, Quebec and Montreal regions.

In 1959, many activities were undertaken by our group, and a Newsletter was issued every two months; inter-camp visits were inaugurated, and it was most gratifying to hear of French-speaking camp directors visiting English or Jewish camps and being received most graciously and cordially, with all possible assistance and information being extended.

It was decided, during 1960, to change the name of our group from "Association des Camps Canadiens-Français" to "Association des Camps du Québec (Section Française)", and it is a pleasure to report that as each year passes, more and more progress is achieved and the success of the group seems assured.

I would like to take this opportunity of paying tribute to all the French-speaking and English-speaking Camp Directors, who, through their patience, co-operation and goodwill, have made possible the present status of French camps, which led to their merging with the Quebec Camping Association Inc. (English Section), as recounted by Mrs. Alta Kahn, President of the Provincial Board of the Quebec Camping Association Inc.

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CAMP CAPERS

A nine-year-old camper was having a lesson in the preparation of instant potatoes.

"Do you think I have enough salt in it?" she asked. "Taste it and see," came the reply. There was a pause, and the camper seemed to be hunting for something. Finally she demanded the pepper. "Why pepper? I thought you were worrying about salt," "It says on the box 'PEPPER TO TASTE' ".

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A BOOK IN HAND IS WORTH TWO ON THE SHELF

WILD FLOWERS OF THE ROCKIES

by George A. and Winifred V. Hardy

Descriptions of 200 wild flowers are accompanied by 50 colour plates reproduced from original paintings which are both accurate and beautiful by Frank L. Beebe. "The flora of the Rockies is unique for here we have the meeting place for 3 types of flowers: the moist western group, the dry eastern species, and the alpine." From valley floor to mountain-top Mr. and Mrs. Hardy, both botanists from Victoria, B.C., gathered their material for this book, marvelling perhaps most at the enthralling wealth of bloom in the mountain meadows and alpland at or above timberline. Here, while the plants may be more dwarfed in stem and leaves, the flowers are often huge and profuse in colour and sheer wealth of bloom. Flowers which have turned to fruit in a valley, may be in bloom at timberline.

The flowers are grouped for easy identification in this book by colour and the family, botanical name, description of flower, of leaves, its height, habitat are set out and then followed by information unique to the particular flower, this last being stated almost lyrically which gives one an idea of the pleasure the flower arouses in the observer.

Frank L. Beebe is a naturalist and ornithologist as well as an artist with a fine talent for reproducing flowers on paper with accuracy and beauty. H. R. Larson Co., 11 McNab St. South, Hamilton; offices also in Saskatoon, and Vancouver.

D.M.D.

A LEADER'S GUIDE TO NATURE-ORIENTED ACTIVITIES

by Betty van der Smissen and Oswald H. Goering

A most interesting book, this, full of good ideas for developing a Nature Programme. A new camp or a camp which is starting a nature and campcraft department would find it invalu-

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POETRY IN CAMP

by Mary S. Edgar,

A Past President of Canadian Camping Association
Founder of Canadian Camping Magazine
Founder of Camp Glen Bernard
Honorary Member, Ontario Camping Association

Poetry should have a place in the camp programme. It could be as important as music, art or dramatics. However, unfortunately, prejudices have to be overcome in introducing poetry to many young people today. It may be that they associate it with school home-work, or with modern poetry of the *abstract* variety which is too often difficult to understand. But imaginative leaders with a knowledge of our rich heritage of "singing verse" could make a programme of poetry a memorable experience in the life of a camper.

It is probable that strategy may have to be used at first to introduce "Poetry evenings". Perhaps it might help to have the impression get abroad that they are rather exclusive affairs. Plan a counter-attraction to lure away the more active people and to ensure that the poetry group is not too large. The circle will eventually widen as appre- would tell a story, making the action ciation grows. Make sure you reserve for the group a comfortable room: one with an attractive fire-place if possible, or a pleasant glade outdoors with perhaps a camp-fire glowing, if it is evening.

Strategy is also called for to produce the appropriate atmosphere—to create a subtle spell of enchantment. Nothing can work this magic more effectively than a blazing wood fire, the soft glow of candle-light, and if possible, for added sorcery, an occasional handful of driftwood powder bursting into exotic blue-green flames. With the circle comfortably grouped about the fire, the sound of rain or wind out of doors only adds to the pleasant sense of security and comradeship.

It would be presumptuous to suggest to camp directors or counsellors the poems they should read. We all have our favourites. It is most important, however, that any poems chosen should be read well. That means reading with a well-modulated voice and with dramatic feeling. Read the poem as you come alive. With the music of words, you can awaken your listeners to all the beauty of the out-of-doors, the thrill of age-old adventures and the stirring emotions which, through the years, have dominated or inspired men and women.

Perhaps one might be allowed to mention some of the poems which have been tried out successfully with campers. For the younger campers we suggest two collections—"Silver Pennies" and "More Silver Pennies" published by MacMillan Co. For older campers, there is a great wealth of dramatic poetry—such as the Indian legends of Pauline Johnson, Story pomes of Henry Van Dyke, including "Henry Hudson's Last Voyage", Alfred Noyes "The Highwayman", excerpts from Longfellow's "Hiawatha", the "Habitant Poems" of Henry Drummond, Wilson MacDonald's "Song of the Ski", excerpts from E. G. Pratt's poetry, Nature Poems like Van Dyke's "God of the Open Air" and "Poems of Humour" by Edward Lear. The resources seem inexhaustible.

In many camps a weekly Magazine or Scroll is produced by campers and counsellors to be read to the assembled group on a Saturday evening. This provides an opportunity for budding talent to produce original stories and verses. Though the poems may often be doggerel, there is occasionally a hint of latent genius, which, if given encouragement, opens up a new avenue of expression. Even the effort to write a verse often prompts a camper to sit down quietly and alone, to consider with "seeing eyes" the world about him. This experience in itself might be of greater value for an individual than any other experience camp can offer.

A teen-age camper who later found her way into outstanding literary work in New York wrote one of her first poems at Camp. It illustrates the acute power of observation with which she watched a spectacular thunder storm and the poetic skill with which she described it for her camp friends.

The Birches — to the Storm

Yours is the victory, O splendid storm:
Blow your triumphant bugles of the wind,
Salute the world with lightning sword, and let
Your tattered banners of the clouds stream out.
We have no will, your glorious strides to check.
Take your wild way with us; our branches bend
Beneath your heavy silver lances' thrust.
We will not strike against your mighty lash
Or match our light young limbs against your strength;
But when you have gone by, when from the hill
Sounds the last rumble of your chariot wheel,
We shall remain, inviolate and calm,—
Young gods with cloaks of green and slender make;
The gay immortal dryads, we shall be
The victors, by surrender, in the end.

HOW TO LEAD A NATURE HIKE

by P. M. Taschereau, Naturalist,
Nova Scotia Museum of Science and
Woodland Boys' Camp, Quebec

Why A "Nature" Hike

On a nature hike one comes to recognize some of the common plants and animals, learn their habits and glimpse some of the complex relationships that exist between organisms and their environment. In the course of a hike one can gain a familiarity with native plants and animals that immeasurably increases one's enjoyment of the out-of-doors. Ordinary hiking becomes more enjoyable when one recognizes familiar objects along the trail.

This one activity combines all the adventure of exploring, the excitement of discovery and the fun of collecting. Observation, encouraged by the nature leader, sharpens the senses and increases the hiker's awareness of the beauty and immense diversity of the life around him.

Here is an opportunity to encourage the interest of a child and open his eyes to things really worth knowing in the world about him. Here is a chance to help him to discern things as they really are and see his place in a wonderful and orderly universe.

To The Leader

From the bewildering complexity and mass of nature, you, as leader, will have to sort out appealing details and interpret them to your listeners.

An enthusiastic interest in nature, a desire to share this interest with others and some leadership ability are all that one needs to lead children on a nature hike. As your knowledge of nature grows and your appreciation of what interests people increases, so will your ability to lead a nature hike develop.

When one becomes interested in a subject he soon learns something about it. As he develops knowledge of an interesting subject, his interest increases and there is a natural tendency to communicate this interest and enthusiasm to others.

Nurture your own nature interest by reading and gathering together into scrap books, suitable material from magazines, periodicals and newspapers, and by making collections of rocks, wildflowers, weeds, tree leaves and insects.

Keep a notebook and in it record your own observations of nature, the names of newly discovered specimens, notes from reading correlated with your own findings, interesting facts about natural objects, evaluations of past hikes and what has interested your groups.

"What is it?" or "What's this called?" will become familiar questions to anyone who takes on the job of nature leaders as will the reply, "I don't know," to which should be added, "Let's see if we can find out."

This "let's learn together" attitude should be the approach for any leader not a specialist in his subject, and nature study is too broad a field for anyone to be a specialist in all its phases.

Hiking and The Nature Hike

A nature hike is a leisurely, observant ramble, during the course of which things of interest are brought to the attention of the group by an experienced leader.

In an ordinary hike the goal or destination must usually be reached within a certain period and thus hiking is not always leisurely with time for observation.

The nature hike has a goal—some place to go with something to see or do—which gives it direction and purpose, but it may at times not attain its original goal because of something more interesting which is discovered along the way.

Personal Preparation

Go over, at least once, the area selected for the hike. Bring a note-book and pencil and take some inventory of things of interest, noting objects or processes to be pointed out, and places for stopping. If possible get a botanist, geologist or other specialist to go along with you on these preliminary surveys.

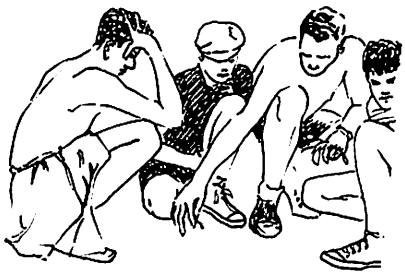
The leader should carry a knap-sack or collecting bag of the shoulder strap variety and preferably one with some division into pockets of various sizes. Several small empty boxes of pill-box size, a couple of killing tubes and a folded newspaper will be found most useful for holding specimens collected by the group. On his person, the leader will find it helpful to have a small hand lens, a sharp pocket knife and a note-book and pencil.

Depending on the nature and direction of the hike, a geological hammer, insect net, or binoculars can be carried by members of the group. Generally, these objects are eagerly sought after by the members of a young group and their use will require some supervision. They can, however, be of assistance in

keeping the group together and holding their attention.

Starting Out

A group of twelve is about the limit for one leader to handle. On a nature hike, whether the group be large or small, there is generally a nucleus of about four or five enthusiasts who stay close to the leader and to whom most of the information is imparted. With larger groups, it will not be possible to keep all the individuals together. A more definite objective may be set — perhaps some questions to be answered, or a search for some plant or animal to be made along the way.



Before starting off, seat the group in a semi-circle and explain what a nature hike is. Explain the direction and purpose of the hike, the necessity of staying close to the leader, and mention some of the things one may expect to see (With city groups it may be necessary to put in a word about out-door manners—shutting gates, staying away from farmer's buildings and cattle, disposing of refuse, etc.)

"Resemble not the little snails
That with their filth record their trails,
Let it be known where you have been
By leaving the woods and fields clean."

The first hike for new campers might be to explore the property and discover something of the wildlife—birds, mammals, insects, plants and rocks and minerals that are to be found in the area.

As the leader's familiarity with the site increases and his knowledge of its areas of interest grows, other topics and hiking themes will suggest themselves: a hike up the shore to collect magnetic sand and clay concretions; a hike to the marsh to see the ten foot tall Phragmites grass; a hike up the stream to where the beautiful jewel-like dogbane beetles feed; a trip to the milkweed patch to search for the elusive milkweed caterpillar.

Something might be said at this time about "the earth beneath your feet," the geological history of the area. How exciting it is to learn that the very ground you are standing upon was laid down long ago in vast inland seas, or forms part of the roots of ancient mountains more than one thousand million years old, or that only ten thousand years ago enormous fields of ice scratched and scoured this land, formed that distant hill and dropped these boulders we are resting upon. Many an interest in natural history has had its beginning in an enthusiasm for collecting rocks and minerals.

During the course of the hike, things of interest are pointed out by the

leader, questions answered and specimens identified. A nature hike for juniors is not the time for a lecture and unless there is a great deal of interest, lecturing enroute is not generally successful. Nature games can be used on reaching the destination and before returning.

Where To Look and What To Point Out

Look under stones and fallen logs, beneath the bark of rotting trees, on the flowers of plants, under the eaves of buildings, in the pools along the shore, under flat rocks in running streams. Crack open the granite pebbles on the road to see the clean unweathered surface, and sweep the insect net through the grass and shrubbery along the roadside.

Watch for galls, the local swellings of plant tissue, commonly caused by the workings of insects or mites. These, cut open with pocket knife, will often reveal their inhabitants. (Goldenrod stems and the leaves of deciduous trees such as oak and poplar are good places to search for galls.)

An appreciation of the continuous processes going on in the natural world is important to understanding the interrelationships of living things.

This may be seen in the work of a silt depositing stream which, along with wind, water and birds depositing seeds, changes what was once a swimming and boating area into a dense thicket of willow and sedge.

It may be observed in the formation and filling of an ox-bow lake in a meandering creek, or the conversion of a fallen tree to soil.

Following a break in the forest canopy caused by the falling of a tree, a heavy cutting or fire, plants such as cherry, aspen, bramble and fireweed sprout up. These plants, their seeds carried by the wind or in the feces of animals, move in and grow until replaced by other shade-tolerant species.

Plant growth and the decay of dead plant tissues cause changes in soil humus and moisture and in the amount of light and nutrient available to other plants. Because of these changes, successively different plant communities will occupy a given territory in the course of time. This process, known as succession, is going on all around us and as a result our landscapes are continuously changing.

In a bog, sphagnum mosses gradually fill in the edges and these are

followed by sedges and acid soil heaths such as cranberry, blueberries, leatherleaf and lambkill. Eventually these may be succeeded by larch, spruce and fir.

Examples of plant succession on rock may be encountered on nearly every hike. All stages of this interesting story can often be read on a single large rock.

Beginning on bare rock, lichens can grow where no other plant could survive. (The lichen plant is composed of two organisms, a fungus and an alga. The fungus prevents the alga from drying up and provides it with moisture and essential elements. The alga by means of sunlight converts the water and mineral matter into food which it shares with the dependent fungus.) Growing only while moist, the lichens can remain alive while dried up. Mineral salts are obtained in part from the rock and in part from rain water and windblown dust particles. When wet, the soft gelatinous body of the lichen adheres tightly to the rock. When dry, it contracts detaching minute fragments from the underlying surface. This mechanical action, supplemented by the chemical action of acids produced by the lichen, initiates soil formation.

Decaying lichens and particles of rock form the first thin layer of soil and humus. On this layer other leafy lichens may succeed the first crust-like forms. Mosses able to withstand this dry environment come next. The mosses shade the lichens and compete with them for light, moisture and nutrients. As the mosses grow, the older ones decay and add to the mat of humus which grows over the rock. Small ferns and grasses can take hold as this mat becomes thicker and develops a greater water-holding capacity. Eventually, as the soil layer increases, small shrubs and trees may take root. These shade the earlier plants which may then tend to disappear.

In a forest climate the first trees may give way to other shade-tolerant trees which reproduce themselves, replacing individuals that die. Unless the climate changes or the community is disturbed by fire, man or other agencies, it will remain the same.

Succession on bare rock does not always follow this sequence. If rock crevices and cracks are filled with gravel or sand particles some of the earlier stages may be by-passed.

The use of superlatives as examples will often catch interest — the oldest rock — the most poisonous plant — the largest bug — the most ferocious small mammal — the longest or shortest lived, the rarest, or most common. Young animals of every kind from tadpoles and turtles to young mice turned up in a field, or insect larvae such as caterpillars, have a special attraction. Some of these are easily kept for the camp period and may offer interesting oportunities for observing their transition to adulthood.

In answering questions, curiosity should be satisfied in such a manner that interest is aroused. When identifying a find, first question the group to see what knowledge they may have of

it, then if you can, mention something of interest about the specimen along with its name. Names are learned (the way any name is learned), incidentally, by the natural repetition of the name by the leader while talking about his subject. As much use as possible should be made of the senses of smell, touch and taste as well as sight and hearing. Have you ever smelled the fragrance of new resinous leaves of balsam poplar, chewed the bark of slippery elm to make the mucilage test, or tasted the lemon-like Oxalic acid in wood sorrel?

Though a goal should be set, it may never be reached, for it is often the accidental and unexpected encountered along the way, that are the highlights of a successful nature hike.

Adapted from a talk given by the author at the Ontario Camping Association Conference, February, 1964

We're On The Upward Trail

For one person a hike is an evening stroll when the plant perfumes hang in the humid air. For another, it's a stiff climb to some rewarding viewpoint. For you maybe it's an all-day trek beside clear streams, punctuated by waterfalls. And for others it could

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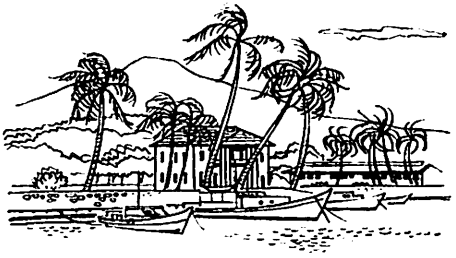

by B. G. Lowes,
Camp Timberlane

Encouraged by the successes of 1963, the Ontario Camping Association, in partnership with the Canadian University Students Overseas Organization, raised almost $4000 again to bring ten young Jamaicans to Canada last summer. Three young ladies and seven young men arrived at Toronto International Airport on June 20th to spend the next nine weeks in Ontario camps.

The group was older, more mature, but no less excited about the prospect of spending the summer in Canada. After two days spent seeing Toronto and Niagara Falls, the guests were whisked off to camp by their hosts.

In 1964, a number of camps "shared" trainees, one camp taking him for July and the other camp taking him over for August. This gave each trainee a much broader experience and also enabled twice as many camps and campers to have the advantage of living with our guests.

Apart from almost perishing during our cool August, the Jamaicans enjoyed their stay and proved to be of value as counsellors. Most camps, in completing an evaluation form felt that the guests had done an excellent or fine job. Their jobs varied from that of full counsellor, to floater and on down to C.I.T.

Perhaps a number of quotations from camp evaluations will point out the host's reactions most graphically:

"It provided a practical demonstration of non-discrimination."

"He brought a sensitivity for values often regarded lightly in North America."

"Mature interest and approach to the job. Conscientious."

"Sensitive to the feelings of the boys when teaching them."

"Infectious sense of humour."

"Very willing to try anything, a good example for the other staff."

"Sharing what life meant to a young person from a different country."

"Aware of present day issues."

"Silent example of racial equality."

There is no doubt that host camps and campers got more than they gave. The values to campers and staff were incalculable. The seeds of friendship and understanding planted and transplanted should bear fruit and new seeds for many years to come. You cannot measure or weigh these values but you can certainly feel them.

There were a few points of concern to those who studied the programme carefully:

1. Half of the Jamaicans were not returning to Jamaica but were going abroad to study.
2. The type of camping experience gained in Canada seems to have no relationship to camping as it is known in Jamaica.

These two factors plus the fact that C.U.S.O. has decided to withdraw its financial support and redirect it, has lead the Board of O.C.A. to recommend that for 1965 the project be suspended.

There was a recommendation that perhaps the energies could be redirected towards an intra-Canadian exchange, across provincial boundaries in an effort to meld and weld the many peoples and interests into one.

Surely, no one would disagree that communication, or lack of it, lies at the root of the world's problems today. Any forms of exchanges and interchanges are like tiny candles lit in a dark cavern. If enough are lit by individuals, the darkness will be pushed back.

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PRE-CAMP TRAINING
IN THE SMALL CAMP

by Helen Stewart, Camp Wahcahmie

As presented at the Ontario Camping Association Conference, March 1965

PRE PRE-CAMP PROCEDURE:

1. Letters to "old" staff members re employment—sent in November or December.
2. Prospective new staff members—application forms sent on request
   —reference forms on applicants mailed
   —interviews—at least one hour discussion
   —refusal or "sorry" letters to those not accepted.
3. Letters of acceptance to staff members with contracts enclosed.
4. In May, Staff Manual sent to every staff member — contains a Job description, specific duties, etc. Some of the material is the same in all Manuals but additional data pertaining to a specific position is included —for example, canoeing counsellors, nurse, kitchen staff.
5. Invitations sent in May to attend the June Mother and Daughter Week-end at camp—this week-end is a good orientation of camp.
6. Letter in June with final instructions and suggestions. Pre-camp agenda sent then or included in Staff Manual. Letter stresses that pre-camp is a training course which means WORK.

PRE-CAMP TRAINING:

A. **Reasons for having a pre-camp session:**

1. Orientation period — necessary in order to have old and new staff personnel work together as a team so that when campers arrive staff is keen and ready for the summer ahead.
2. Opportunity to review and learn (if necessary) skills and teaching techniques (especially valuable if no OCE or teacher training).
3. "On the spot" discussion of our philosophy, procedures, regulations, job descriptions, schedules as outlined in the Staff Manual.
4. All aspects of the programme covered by activity and discussion.

5. Opportunity to check inventories and put equipment in readiness.

B. Problems Involved:	How Overcome
1. Too expensive to waste time—is not an opportunity for staff to rest and relax before camp opens.	It is stressed in June letter that her summer position is a **vocation not a vacation**—she has accepted a job with a salary so she must arrive at camp with material ready for pre-camp, and well-rested, fit to carry out her responsibility in pre-camp and the summer camping.
2. To accomplish all that must be covered in pre-camp, the staff must be kept on schedule.	Pre-camp agenda — time is scheduled for activity periods, discussion sessions, practice of skills, free time, etc., through the 5-7 day day pre-camp session. All actual labour in preparing camp completed before pre-camp—can't spare time to ready camp in this period. If camp ready for staff, they will attend very willingly to necessary jobs in the post-camp period.
3. If in complete charge, the Camp Director, Head of Programme, Head of Waterfront might talk too much and "carry the show".	On the agenda, each staff member is listed for a specific duty or responsibility at pre-camp and during the camp periods.
4. The Staff Manual is not digested as should be before pre-camp.	In June letter, staff is reminded that Staff Manual was sent for a purpose—and that they are expected to know it **verbatim** so they can discuss intelligently at pre-camp.
5. Tendency to be lax about person, personal equipment, etc.	Same procedure followed at pre-camp as during camp: beds made before breakfast, quiet after taps, manners, promptness, tidiness in person and cabin, dress, language, care of equipment, smoking regulations . . . good habits established right at beginning—living out philosophy of camp: "we" do it this way because. . . .
6. All staff must be in camp and settled before pre-camp begins in order to avoid interruption of programme.	The staff arrives the afternoon before. Unpacked and settled before dinner. First evening spent in relaxing chit-chat, sing-song, refreshments.

C. **Programme for Pre-Camp:**

(a) **Activity periods:** In all activity periods, the counsellor or counsellors involved teach the basic skills to the counsellor staff (who act as a camper group), receiving corrections and suggestions to better their teaching techniques.

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About Other Associations

Although we will miss the Quebec Camping Conference this year, we are pleased to note that plans for the 1966 Conference have been in the making for quite some time. It is to be a bang-up affair we should all attend, in the Queen Elizabeth Hotel in Montreal; and we can report that the Queen E. is THE conference centre for our money. We look forward to a progress report as soon as the Executive can give us an official release.

CONGRATULATIONS

. . . to a friend we made at last year's Ontario Camping Association Conference. Mr. Gibbs was our Guest Speaker at the Conference Banquet, his topic being Camping Imperatives for the Future (re-printed in Canadian Camping, June, 1964). Now, a news release from the American Camping Association reads:

"Howard G. Gibbs, of New York City, National Director of Programme Services for the Boys' Clubs of America, has been named President-Elect of the American Camping Association.

Mr. Gibbs is currently a member of the National ACA Board of Directors, serving as Chairman of the ACA Standards Committee, a trustee of the ACA Foundation and Vice Chairman of the National Long-Range Study Committee.

He is Chairman of the Group Work Division of the National Association of Social Workers and was an official representative of the Boys' Clubs of America to the White House Conference on Children and Youth, at the Attorney General's Conference on Juvenile Delinquency and to the United Nations. He is co-author of "Design for Juvenile Decency."

After serving the coming year as President-Elect, Mr. Gibbs will be installed as President at the National ACA Convention to be held in Chicago March 9-12, 1966.

(1) Canoeing tests and skills—all counsellors are tripping personnel so all canoeing tests and skills practised and tested (near end of pre-camp)

(2) Recreational canoeing—programme for last 10 minutes canoeing period.

(3) Campcraft—practical at camp-site

(4) Artificial Respiration—daily practice—Head of Waterfront in charge

(5) Sailing techniques and safety rules

(6) Archery

(7) Water Search—procedure and practical—Head of Waterfront in charge—done 2X.

(8) Fire Drill—procedure then practical—Head of Programme in charge—done 2X.

(9) Canoe tripping procedures—demonstrations, eg., how to pitch a tent, how to use a reflector oven, fires, bedrolls, purification of water, menu-making, duty sheet and canoe rotation, meals, etc., on an overnight canoe trip—campfire programme after evening meal—then star-gazing

(10) Trip requirements, reports, trip evaluation—on return to camp

(11) Swimming —preliminary swimming tests passed by all staff who canoe, sail, or waterski
—practical—individual strokes taught by a counsellor to group for corrections, how to pick out and correct faults
—discussion —Water Safety Knowledge and camp swimming tests
—Buddy system
—Patrol for free swim and free swim sheet
—Patrol for swim periods
—Red Cross and RLSS — instructors responsible
—Recreational swimming — last 10 minutes in free swim
—Ornamental swiming and diving

(12) Orienteering practice and jaunt

(13 Waterskiing preliminaries, then skiing in free time

(14) Safety in activities—Head of Waterfront and Programme Head in charge

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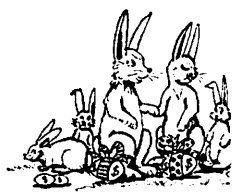
The Montreal Mackay Centre for Deaf and Crippled Children's Camp

by P. M. McFarlane,
Former Director

"To the health and happiness of physically disabled children of any race, colour or creed". This dedication marked the official opening of the Camp on July 10, 1952. Members of the Board of Governors of the Center, civic dignitaries, some five hundred relatives and other guests participated in the ceremony. Thus came into being the realization of a dream of many Board members and friends that handicapped children might enjoy camp life.

Anyone who thinks that camp life is only for the able-bodied youngster should visit this camp. There are differences, of course, which set us apart from others, but the presence of wheelchairs, crutches and braces does not interfere too greatly with a well-balanced activity programme designed to meet the needs and capabilities of the campers. Although there are similar camps across Canada, this one is unique in that the programme pattern which is followed attempts to duplicate as closely as possible that of a well-conducted private or institutional camp catering to normal children. Except for wooden ramps, which join roads and pathways to the various camp buildings, the physical features of this camp are quite similar to those of ordinary camps. The camp site itself testifies to this: located on Lake Massawippi, near Ayer's Cliff, Quebec, the camp property, which covers twenty acres, has a natural sand beach, playground and over-night camping areas. The land itself is fairly hilly, a fact which caused some concern at the time of purchase. Nevertheless it was soon found that the children were able to move around quite well, and that meeting this extra challenge was advantageous to their development.

The programme emphasis through the years has been based upon the assumption that it is important that a physically disabled person be allowed to express himself physically and mentally in as normal a fashion as possible. Except for approximately forty boys and girls who participate in a scheduled physiotherapy and speech therapy programme, the campers take part in a very normal camp programme. Schedules for those taking therapy are arranged so that these campers miss a minimum of camp activity. The campers participate in a variety of activities. These include swimming, over night camping trips, picnics, play days, fishing derbies, pony and boat rides, sing songs, interest groups—handicrafts, photography, nature study, dramatics, boating, fishing, art, ceramics, archery, athletics, astronomy, camp craft, wood craft, Indian lore—and cabin, sectional and "all camp" programmes. Wednesday afternoon and evening is out-of camp picnic day. An all-camp programme is held every Saturday. This



may be an "all-camper" birthday party, a square dance, a masquerade, a Christmas or New Year's Party, an Indian Day, Midway, Circus, or Homesteader's Day.

There were several reasons why the Camp was established. Special therapy programmes which were having to be discontinued during the summer months could be carried on at Camp. The change of the scenery and activity for the children is a beneficial treatment in itself. The much needed rest thus received by the parents of the disabled children is also important. Crippling illness in a family can be a heavy strain on financial, physical and nervous resources.

Because the Camp is an extension of the programme at the Center, it is financially dependent upon it for its major funds. Supplementary help has come to the Camp from various other sources. The Service Clubs of Montreal and Sherbrooke have been helped considerably. Except for the three initial buildings (2 large dormitories and a dining hall) all of the remaining facilities have been donated by groups or individuals interested in helping this very important work. These facilities include cabins, handicraft shop, auditorium, library, administration building, boat house infirmary, physiotherapy and speech therapy buildings, ramps, boats, outboard motors, oars, waterfront docking etc. One of the most appreciated improvements made to the Camp was the paving of the roads and pathways in the immediate vicinity of the buildings and the waterfront. Level pathways and roads are a must in a camp where wheelchairs, braces and crutches are used for moving from one place to another.

The camping season extends from the end of June to the middle of August. About 90 percent of the children stay in camp for the entire seven week period. Last summer, 145 boys and girls ranging in age from 16 to 19 years were enrolled. Most of these are pupils at the MacKay Center. Twelve campers were sponsored by the Sherbrooke Rotary and Kiwanis Clubs, and a small number of private sponsors.

Very few adaptations are necessary in a camp of this nature except that a bit more floor space is required in the dining hall, cabins and the waterfront dock. Meals are served the same as in a normal camp. The rest hour periods are at least one and one-half hours long. Generally, more sleep and rest is required in a camp of this nature.

A large staff is required to do this specialized work. As well as the Executive-Director of the Center in Montreal, there is a Camp Director, 2 Programme Directors, Handicraft and Waterfront Directors, Nursing Staff, Chef and his assistants, Laundress, Bus Driver, and a permanent Caretaker. The Counsellor-Camper ratio must be not less than 1-4. The Counsellors are all carefully chosen high school and university students. Three Physiotherapists and a Speech Therapist are employed full time. All staff personnel are paid a salary. It is amazing to realize the benefits the Counsellors gain from a summer spent here. This type of experience enriches their lives and often channels their ambitions. After fourteen summers in operation, we note that many of our former Counsellors have become doctors, nurses, physiotherapists, social workers, or teachers of physically and mentally handicapped children. Some have recently become interested in Speech Therapy, the training for which is just opening in Canada.

As one can see, this Camp means many things to many people—the campers, the parents, the staff. Through the years, every effort has been made to see that the dedication pledge of 1952 has been followed with the campers being the ones who have received the greatest benefit. —●

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A BOOK IN HAND

able. One counsellor, on looking it over, remarked that she'd like a week of free time in which to try out its suggestions; and this is the attitude it evokes. On the other hand, it only deals with the activities on the surface. It could not be expected to do otherwise in a book of its compact size. Specialists would find it very inadequate, although it does include good book lists at the end of each section on activities. I intend to buy it. The Iowa State University Press. Thomas Allen, Limited, Toronto. $3.25.

M. GOVAN

THE PEACOCK CAMPING BOOK

Rex Hazlewood and John Thurman

With out-trip camping and family camping developing as it has, over the past few years, into a pastime requiring skill and imagination, a considerable amount of guidance by experts is desirable. Quite the best source of such guidance, outside of the official Boy Scout and Girl Guide handbooks, is a new publication from England, *The Peacock Camping Book.* As one of the Penguin series it is an easy size to slip into the pocket or knapsack. As a complete reference work, the authors have presented it in infinite detail for novice or hardened camper. The basics of whippings, knots and lashings, sanitation and hygiene, equipment, fires, axes, camp comfort, menus and cooking help to ease the way and make each day and night happy and healthful. The last two chapters go into map-using and reading, as well as information on camping in Europe in an age when so many trips abroad are camping trips. A Peacock-Penguin Book — .85¢.

E.F.

IDEAS

by Margaret Govan, Camp Onawaw

FOR INTERNATIONAL PROGRAMMES

Campers are always interested in how 'other' people live, and as a result they throw themselves into any experience which opens a window on another nationality, culture, or even the widely divergent grouping within a country like Canada. Such experiences can be very varied, and can suit almost any occasion. Resource material is so easily obtained.

Many camps have Olympic days. These can be dressed up in all sorts of ways with flags, traditional ceremonies, etc. This is a natural, after all the T.V. coverage of last year.

The Girl Guides ran a World's Fair at Doe Lake last summer, and it seems a very timely project with the 'Expo' coming up. A preview would be in order.

Festivals and Carnivals lend themselves to camps. Floats can be made from boats, or stationary ones from booths. It is amazing how versatile and able camp groups are at producing ideas, working on costumes, and decorations, etc. A small committee is necessary to clear up the problems of duplication. Dancing, music, skits, and food can be incorporated into the total programme.

On the smaller scale a meal from a country is always fun. (Campers find a tremendous interest in eating!) Almost any cook book can supply recipes, but spices and highly seasoned foods must be toned down to suit young tastes. Also some familiar food should be on the menu. Dressing up and decorations make such a meal a party.

One or more countries can be the theme for a camp fire, and provides great scope. Or a party . . . our Jamaican counsellor was the resource material for a Caribbean party. (We had to censor the rum punch!) The Girl Guides had a Swiss mountain climbing expedition, and also a Japanese Tea House with a Kabuki theatre for afternon entertainment.

The committee in charge will have to be aware of what is going on, for some of the campers' impressions of other peoples are erroneous, and may lead to problems. Making other people's customs a laughing matter is usually pure ignorance and in poor taste.

page 110 please

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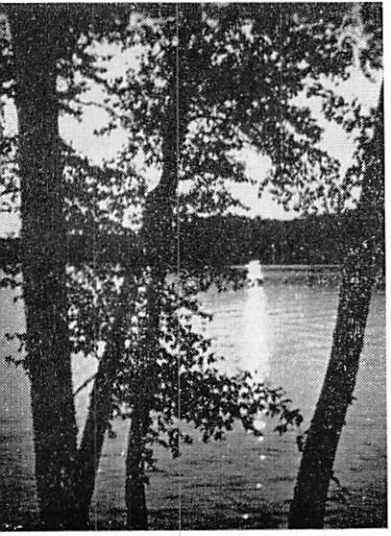

THE GOLDEYE LAKE CITIZENSHIP SEMINAR

by Dr. Hedley Dimock,
Sir George Williams University
Montreal, Quebec

"Boy, you really have to work at it to make democracy function".

So remarked one of the campers at a residential training programme in inter-cultural relations which took place at Goldeye Lake Camp in Alberta and was sponsored by the Farm Women's Union of Alberta. Twenty-five youths participated; eleven were Indians, two were Eskimos and twelve were delegates from farm unions. The ages ranged from fourteen to twenty-one, with a median of eighteen. Eleven were boys and fourteen were girls. Most had completed grade nine. An attempt had been made to have even more Indian representatives in order to make sure the Indians had equal status. Indians were invited to participate on the staff, but this did not work out, so that the staff represented the non-Indian group.

In an effort to implement the assumption that "Education is a co-operative process involving the learners and that they should participate in planning the programme and other decisions which affect them", the staff met before camp and made as few decisions as possible in order to leave as large an area as practical within which the campers could make decisions. The goals of the project were defined as "Sharing our heritage, developing a better understanding among Indians and non-Indians, and increasing the citizenship and leadership capacity and responsibilities of all." The training design attempted to work towards these goals by developing a miniature community founded on democratic procedures where all could work together towards common goals. Maximum freedom was allowed the youths to plan, operate and evaluate their own programme.

The staff helped to establish a climate of security and trust where there was freedom for all to express themselves and try out new behaviour. In order to be equal members of the community, staff were to play down their status and participate fully in community activities. Their resources, plus the resources of the camp site and its social and recreational facilities, would be available to all. In their role of community members, staff would also model giving "feedback", or reactions, to behaviour or events and help to set a standard of all evaluating their progress towards the goals for the pro-

gramme. Within the limits of the camp operation (meals, lights out, water safety, etc.), all programmes would be allowed to develop from within the community and the staff, other than stated above, would not attempt to influence programme towards their needs or their personal objectives.

Notes and Observations on the Programme

The campers arrived in the evening and the next morning the total group gathered to consider how they could set up an organization or structure that could plan and carry out the things they wanted to do during the week. This session was introduced with a description of the learning goals and procedures that would be used to work towards the objectives of the seminar. From here on the staff attempted to facilitate the development of an operational structure by gradually turning the responsibility over to the total group.

After considering several possible structures, a compromise developed that divided the total community into five groups. Each group was to select a member to represent them on a community co-ordinating council and this council was to elect a chairman from among their five members. Then the five groups were to rotate, each of the five days, on the programme and community needs (recreation, educational sessions, entertainment, canteen and kitchen duties). The adults were to become part of this operation and *not* act as advisers to the various groups.

The next question was how to form into the five small groups. Some participants were ready to count off by five, but after further consideration it was agreed to make up the groups on a heterogeneous basis considering age, sex, race and interests. By mid-afternoon the community council was formed and the other groups were meeting. The council decided to have two educational periods each day, one would be the responsibility of each group on a rotational basis and the other would be turned over to the adults.

The adults (as they were no longer referred to as staff) met to plan their educational programmes and it was decided to use a continuing small group method. These groups meeting for two hours each morning would focus on interpersonal relations and social sensitivity. Members would be encouraged to share their previous experience in inter-group relations and respond to the experiences of other members.

Many of the campers found the initial planning stage long and frustrating. Their expectation had been that the staff would set up the programme and tell them what to do. In planning it themselves, and for most this was their first such experience, they found it took much longer and there were more aspects to consider and discuss than they had imagined.

For the remainder of the week the programme operated almost as planned. The council had to meet twice or more each day to keep up with new situations and to keep the other groups co-ordinated. The council did not provide an opportunity for its representatives to meet with their groups for any further briefing or checking of point of view. Hence, some of the problems were created by this lack of communication of the council with the total camp community.

The small educational groups provided considerable continuity to the programme. As these groups developed and members came to trust one another, they were able to share real feelings about individual differences. At

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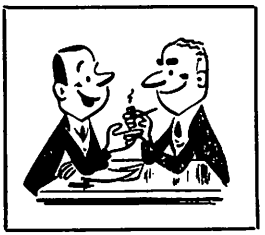
first everyone said Indians, or a minority group, were just the same as everyone else and there was no discrimination or problem. The Indians also said they felt just the same as others and had not encountered any problems through being an Indian. Later they started to reveal some of the concerns that they had, described some of the difficult situations they had been in, and finally discussed their relations in the present group.



The recreational and social programme showed a return to the traditional way of doing things and provided a great deal of security for all. Everyone participated in the recreation and at some points the adults had difficulty in not dominating the activities. An adult with physical and social skills can find it difficult to see a game of volleyball being played without an umpire and the net sagging six inches in the middle. To give up control of a camp programme is not an easy thing and requires both an understanding of the educational objectives and method as well as patience and personal security.

This reluctance to give up control became most apparent when things deviated from normal or something happened which was against adult expectations. There were several incidents of this nature during the camping programme and sometimes the staff would step in and deal with them as authority figures rather than allowing them to be worked out within the total

camp. Certainly, it is easier to share control and decision-making when things are running smoothly and according to adult expectations. The real test of democratic procedures is that their functioning is supported in all types of situations.

The major intercultural dimension that evolved during the week was the identification and acceptance of individual differences along with an opportunity for the community to become aware of the resources within its members and to utilize these resources. The two Eskimo girls helped with the identification and acceptance of individual differences of race and culture as they were quite ready to talk about what it was like to be an Eskimo, and some of the inter-group problems associated with rapid social change that they encountered in moving into a "modern" society. This helped the Indians to own their differences and share some of their heritage. This was typified by a demonstration of Indian dances on the final evening. The owning and recognition of differences spread to looking at farm and urban living, differences in age and sex, and the practices of different religions.

It is likely, too, that most of the activities during the week provided opportunity to interact around goals that were real and desired by all. The exceptions were a few traditions that had been inherited from the regular camp programme. In any case, a large percentage of the programme originated within the community and was carried out by the community. This is best described as a developmental programme in which the adults joined the community and continued to share their resources which might build a more fully functioning community where individual differences and resources would be recognized and used to the benefit of all.

—●

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(b) Inventories checked and equipment readied in all activities for camp use—placed on waterfront and at each activity site.

(c) Bulletin Boards—progress charts drawn up by activity counsellors and posted on bulletin boards, placed at each activity site—also posted are the activity tests.

(d) Lesson plans—for every activity for 1 week submitted to Head of Waterfront or Head of Programme (where applicable)—checked and returned. Same procedure followed through summer. Activity counsellors are teachers with no teacher training, usually. Lesson plans help them to organize their material and produce the best possible. Staff members request and desire this practice.

(e) Time for recreation and rest—swimming, volleyball game, waterpolo, campfires and sing-songs, waterskiing. At end of day, food 'n relaxation!

(f) Discussions with Camp Director—usually after a meal or in early evening

(1) Philosophy of Camping, aims and objectives of Wahcahmie

(2) Camp policies and regulations

(3) Staff Manual studied—questions answered, problems discussed
—camper —behaviour and development (i.e. needs, interests, characteristics)
—specific problems — e.g. homesickness, shyness, dependency, discipline (what it is and how achieved), punishment (who punishes and how?)
—camper and parent objectives
—counsellor—to achieve feeling of security in group and job
—know details of job—job description
—know where entitled to give directions and to whom she reports
—ask for advice—know where to go
—needs understanding of the importance of her role in the total organization

(4) Specific duties of staff

(5) Library available—procedure for staff and campers borrowing books

(6) Camp rituals and traditions—Council Ring (tribal chiefs, counsellors, duties, tribes)
—Flagraising and lowering
—Chapel

WATCH FOR CONCLUSION IN OUR JUNE ISSUE

be campfire companionship after a couple of days on the trail.

THE GREB HIKING BUREAU was formed last year as a public service with two purposes in mind: to inform people of hiking as a sport and recreation; and to acquaint them with trails and the unlimited opportunities for hiking which Canada presents. We have received the following communication from THE GREB HIKING BUREAU, 1 Adam St., Kitchener, Ont.

"In our research it has become obvious that the two major obstacles to the more widespread acceptance of hiking among Canadians is lack of information about hiking trails, and, of course, the shortage of trails.

A preliminary booklet, "Hiking Trails in Canada" should help to overcome the first problem. The Bureau has published this in preliminary form so that you with special interests in the outdoors may have an opportunity to study the contents before the first edition is printed. We hope you will regard this booklet as important enough to warrant your critical assessment and that you will pass your comments and criticisms on to us.

As far as we know, this is the first compilation of hiking trails in Canada, and it is by no means an exhaustive list. However, if you know of any trails that have been omitted, or any that are incorrectly listed, we would appreciate hearing from you. Your co-operation in this will be another contribution towards helping Canadians to enjoy the outdoors.

Yours very truly,

Charles E. Greb, Director"

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IDEAS

Resource materials need to be at camp, and the crafts department aware that it may have to help provide costumes, decorations, etc. But the final decisions as to the programme should be made at camp. No programme director must set his heart on doing this or that some time in mid-winter. Such a festival loses all spontaneity and becomes an adult decision.

Suggested Reference Books:

Children's Festivals from Many Lands, Millen, Friendship Press. Unicef Materials.

Games of Many Nations—E. O. Harkin.

Bible Quiz—Wells & Davis.
Book of American Indian Games—Macfarlan.

—●

———: :———

O, COUNSELLOR

lems. So much can be accomplished by talking things out to a sympathetic listener. You too will find opportunities to talk with your colleagues and supervisors, and do some personal planning for the future. If you can be receptive to others — reach out — share — give of yourself — this is what will make for a successful summer. And when you sit down to evaluate it, you will find that mutual sympathy and generosity of spirit make up the secret of true happiness.

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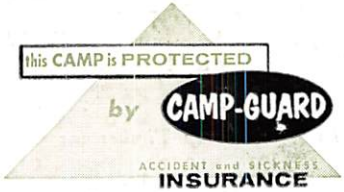

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